

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 MAR 29 PM 12:29 Document Control Center </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Presidio ISD	189902		
Vendor ID #	ESC Region #		DUNS #
1-74-6001944	18		044111102
Mailing address		City	State ZIP Code
P.O. Box 1401		Presidio	TX 79845

Primary Contact

First name	M.I.	Last name	Title
Dennis		McEntire	Superintendent
Telephone #	Email address		FAX #
432.229.3275	dmcentire@presidio-isd.net		432.229.4228

Secondary Contact

First name	M.I.	Last name	Title
Manuel		Fausett	Programs Coordinator
Telephone #	Email address		FAX #
432.229.1188	mfausett@presidio-isd.net		432.29.4228

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dennis		McEntire	Superintendent
Telephone #	Email address		FAX #
432.229.3275	dmcentire@presidio-isd.net		432.229.4228

Date signed
03/28/2016



Signature (blue ink preferred)

701-16-102-099

Only the legally responsible party may sign this application.

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Schedule #1—General Information (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/16

End date (MM/DD): 09/17

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 189902

Amendment # (for amendments only):

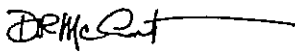
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	189902 Presidio ISD	Dennis McEntire 	432.29.3275 dmcentire@presidio-isd.net	\$303,215.00
Member Districts				
2.	Not applicable			
3.				
4.				
5.				
6.				
7.				
8.				

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 189902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	Not applicable.			
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				\$303,215.00

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Schedule #4—Request for Amendment

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$NA	NA	NA	NA
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	NA	NA	NA
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of the community – Presidio ISD is located in the town of Presidio, Texas, which is remotely located in West Texas on the U.S./Mexican border. Aside from sharing a border with Mexico, Presidio is in an isolated part of West Texas with the nearest city being El Paso, Texas – a four hour drive. The city itself has a population of approximately 5,000 and has been designated as a “colonia” by the Texas Secretary of State – The Office of the Secretary of State defines a “colonia” as a residential area along the Texas-Mexico border that may lack some of the most basic living necessities, such as potable water and sewer systems, electricity, paved roads, and safe and sanitary housing (<http://www.sos.state.tx.us/border/colonias/req-colonias/presidio.shtml>) - *website declaring Presidio as a colonia*. Census data reveals that are predominantly Spanish-speaking with significant lower levels of education (44% have a high school diploma compared to the national average of 80%; Bachelor's Degree 12%/National Average 24%). The economic landscape is improving with new businesses beginning to venture into Presidio, however, that will not ameliorate the disparity between those bordering on low income and poverty (**Poverty Level: Presidio- 32%/nationally 14.9%; Individuals in poverty: Presidio – 36.4%/nationally – 12.4%; Per capita income: Presidio \$13,353.00/ nationally \$28,051.00**). **Presidio ISD overview/Student Demographics**– Presidio ISD is a Title I school wide with 90% of the student body qualify for free lunch; 80% of the students are English as a Second Language (ESL) learners; with parents that are Spanish only speakers (according to the US Census, 95% of the population in Presidio speak Spanish (US Census does not distinguish if it is Spanish only); even though the students have many barriers, Presidio ISD tries to maximize every possible funding source and is always looking to expand its opportunities with enrichment programs such as Rocketry and Robotics – Presidio ISD students were recognized by President Obama for their outstanding achievement during a Science Fair held at the White House in 2012 (<https://www.whitehouse.gov/photos-and-video/video/2012/02/07/president-obama-speaks-white-house-science-fair>). Another of Presidio ISD's achievements is the building from scratch a solar car that was used to compete in the Solar Car Challenge in Dallas, Texas (<http://www.solarcarchallenge.org/challenge/teams2015/presidio.shtml>). Although the Presidio ISD team did not win nor finish the race, it was still regarded a victory for the team since this was Presidio ISD's debut attempt at building a solar car, including the electronics. The reasons the Rocketry, Robotics and the Solar Car initiatives have been successful is due to Presidio ISD's multidisciplinary approach and use of Project Based Learning which teaches the students to engage in solving real world problems with a multi-disciplinary approach. In the case of the solar car, the team had to learn welding, electronic wiring, electronics basics, solar generation, electrical, and car steering systems; this meant the team had to learn project management, prioritizing, labor division, economics; engineering principles; and car mechanical systems.

Students to be Served: Since Presidio ISD has 90% low income the majority of the students will qualify for the services. All of these efforts are part of several systems that are embedded within Presidio ISD: William H. Soza Early College High School – the first in a Texas rural community and in partnership with University of Texas Permian Basin (UTPB); Dual Credit Courses, also in partnership with UTPB and Sul Ross State University (SRSU); Vocational Training agreements with Texas State Technical College (TSTC) for Aircraft Airframe Technician, Automotive Light Repair, Welding, Nursing, Electronics to name a few. Furthermore, all of these efforts are seen as a remedy to the low number of high school graduates from previous generations – according to Census 2010, only 36% of the population has a high school diploma, however, Presidio ISD has had an average graduation rate of 93.6% for the past ten years. Moreover, Presidio ISD understands that the key to breaking the poverty cycle is through education. The forging of that key is to offer students a variety of programs that encourages each student to explore career fields that develop life-long learning, and lead to gainful employment. Then we will finally break that cycle of poverty. In normative values, the goal of Presidio ISD is for every student to walk down the graduation path with an Associates Degree in their hands (due to the ECHS or the Dual Credit classes), a Certificate in Vocational Studies (due to Presidio ISD's partnership with TSTC), or enough graduate hours and certifications so the PHS graduate can seamlessly integrate into a college environment to continue their studies in academia, begin working in their vocational training, or directly enter the workforce as a prepared employee.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

As noted above, Presidio ISD has been very successful, both in Academic and the Arts, due to many initiatives undertaken by the School Board and the Staff. However, Presidio ISD has relied upon ASATR to address some of the shortcomings due to living in a poor community (Presidio ISD is located in Presidio, Texas – the fourth poorest school district in Texas) to provide these services. With that funding stream coming to an end, Presidio ISD has to look for funding streams to offset the loss until economic initiatives taken by the City of Presidio take root and provide the shortfall left by the sunset of ASATR. Presidio ISD has developed a plan to address the shortfall with several initiatives:

1. Engage the student body with the embedded systems already existent in the Presidio ISD system;
2. Continue to provide the services via the Enrichment classes to reinforce the Texas Educational Association (TEA) mandated curriculum material, dual credit courses, ECHS courses with tutorials, career and personal counseling, and homework academy – these are all necessities for the student's success. According to studies conducted by Clafflin University Professors in their Treatise "Seeking Factors For and Promoting Student Academic Success" (Nan Li, et.al 2008), there are four critical pieces that ensure success for students:

A. Building a social context for learning. Studies confirm that African American student achievement can be increased by creating positive student-teacher relationships and interactions (Campbell, 2004; Irvine & Armento, 2001; Ladson-Billings, 1994; Zeichner, 1996). Positive social context for learning is exemplified by teachers' fairness, respect, caring, trusting, non-favoritism in classrooms. Teachers must establish caring and respectful social classroom context to support effective learning.

B. Building confidence and self-esteem in students. Hierarchy needs theory (Maslow, 1970) helps us understand human relations in classrooms. All human beings have basic needs arranged from a lower level of biological needs to a higher level of self-worth and fulfillment. Building self-esteem and giving students a sense of belonging and acceptance are the fundamentals for academic success.

C. Building a supportive learning environment. Academic success can be achieved through effective classroom management by creating respect among students and reducing frictions. Creating productive classroom norms, using persuasion, and giving students responsibility in constructing classroom rules are examples of useful strategies. Teachers must demonstrate good role modeling and not use negative comments at any time.

D. Building academically-engaged time. Academically-engaged time is positively related to academic improvement (Rupley, Wise, & Logan, 1986). Effective teachers use 30 minutes more each day than average teachers to engage students in academically-related tasks. Teachers working with African American students must provide more academically-engaged opportunities and tasks.
3. These self-evident truths as highlighted above, Presidio ISD was already aware of these benefits. Nonetheless, we are grateful that our experience now has studies to confirm our strategies. Presidio ISD has had great success engaging students to remain in school and graduate (an average of 94.6%/year) with the provision of Enrichment classes in Academics, Arts, Homework Academy, and English Acquisition enrichment classes. The entire purpose of all these enrichment courses is to keep the students engaged and graduate from school and break the cycle of poverty that exist. For that reason, this is the main strategy that Presidio ISD wants to continue to implement.

The entire process for the delivery of the enrichment courses are as follows – Monday through Friday: 4:00 – 6:00 pm during the school year; and during the Summer of 2017 - Presidio ISD will provide Summer Enrichment for the months of June and July 2017 with two sessions: Morning Enrichment and Afternoon Enrichment (*the Enrichment classes will be provided to impulse student engagement and the at-risk students for positive reinforcement and instruction*); the Morning Session will be from 9:00 am – 12:00 pm; the Afternoon Session will be held from 1:00 pm – 4:00 pm; from Mondays through Thursdays, with Fridays off so that the Enrichment Providers (enrichment providers will be certified teachers or facilitators) can experience a three-day weekend. The enrollment for all of the Enrichment Courses will be conducted on an ongoing basis so that any student can join any of the Enrichment Courses during any time during the school year or in the summer.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 189902			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$282300	\$14115	\$296415
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	0	0
Schedule #9	Supplies and Materials (6300)	6300	\$6800	0	6800
Schedule #10	Other Operating Costs (6400)	6400	\$0	0	0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$282300	\$14115	\$296415
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$282300	\$14115	\$303215
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$282300
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$14115

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 189902		Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	20	\$187500
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director (required)	1	0	\$36000
5	Site coordinator (required)	1	0	\$28000
6	Family engagement specialist (required)	1	0	\$20800
7	Secretary/administrative assistant	0	0	\$0
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	0	\$0
10	Evaluator/evaluation specialist	0	1	\$5000
Auxiliary				
11	Counselor	0	1	\$5000
12	Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$0
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
Other Employee Positions				
19	Title			\$0
20	Title			\$0
21	Title			\$0
22	Subtotal employee costs:			\$282300
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$0
25	6121	Support staff extra-duty pay		\$0
26	6140	Employee benefits		\$0
27	61XX	Tuition remission (IHEs only)		\$0
28	Subtotal substitute, extra-duty, benefits costs			\$0
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$282300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 189902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	In-Kind – through our inter-local agreement with local community partners.	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	In-kind office space	\$ 0
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$00
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 189902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Paper and Ink for printers and copiers.	\$5000
Grand total:		\$5000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 189902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 189902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	In-Kind	N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	Laptops	3	\$600	\$1800
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	In-kind		\$0	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19	In-kind		\$0	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$1800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1366	
Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	94%
Hispanic	1322	96.8%	Annual dropout rate (Gr 9-12)	.013%
White	17	1.3%	Students taking the ACT and/or SAT	100%
Asian	26	1.7%	Average SAT score (number value, not a percentage)	NA
Economically disadvantaged	1292	94.5%	Average ACT score (number value, not a percentage)	16
Limited English proficient (LEP)	888	65%	Students classified as "at risk" per Texas Education Code §29.081(d)	70%
Disciplinary placements	27	.02%		

Comments

It is important to note that the average ACT score for most schools is based on the test scores of only those students who intend to go to college.
 In Presidio ISD, we require EVERY student to take the ACT regardless of their goals.
 We use this as an indicator of where each individual student falls within the college ready continuum so they can have a relevant academic plan.
 By every students we mean every student, special education, discipline issues, low attendance etc. This means our average score will not be as high as most disticts. The top 15% would be as competitive as anyone.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	71	64%	Bachelor's degree	89	78%
White	15	14%	Master's degree	25	22%
Asian	25	23%	Doctorate	0	0%
1-5 years exp.	28	25%	Avg. salary, 1-5 years exp.	36850	N/A
6-10 years exp.	23	20%	Avg. salary, 6-10 years exp.	41090	N/A
11-20 years exp.	41	36%	Avg. salary, 11-20 years exp.	48560	N/A
Over 20 years exp.	20	18%	Avg. salary, over 20 years exp.	50060	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	72	74	85	98	98	81	104	94	116	100	127	100	128	89	1366
Open-enrollment charter school	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	72	74	85	98	98	81	104	94	116	100	127	100	128	89	1366

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Schedule #13—Needs Assessment

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As stated in the community overview - Presidio ISD is located in far West Texas with the nearest city being El Paso, four hours away, and due to the distance, the nearest centers of entertainment, i.e. the Mall etc., are also in El Paso, therefore, it is urgent for Presidio ISD to engage the students in a positive, controlled environment and provide enrichment classes that are keep the students engaged and become life-long learners, rather than on their own and finding or making mischief (*studies continually show that afterschool programs consistent score better in standardize test than those without the after-school program*).

- Since there are very few positive activities in the area for school age children and young adults to participate in – it then falls upon the Presidio School District to take the initiative to incorporate activities that the students find interesting and keeps them occupied after school, and during the summer. During the summer, the need for positive activities is even higher because many of the students' families, a vacation is simply not economically feasible, therefore, the only activity that the students conduct is either watching television, playing games on the internet, or some other form of electronic media, which has very few benefits, and according to some new studies (<http://hubbpages.com/technology/effects-of-social-media-on-our-youth>) "Enables cheating on school assignments; While grades did improve for light users, the grades of students who are heavy users of social media tend to suffer. One study shows that student users have an average GPA of 3.06 while non-users have an average GPA of 3.82; For every 93 minutes over the average 106 minutes spent on Facebook daily, college students' grades dropped .12 points; Another study showed that students who went online while studying scored 20% lower on tests; Possible negative effects on college admission: 35% of admissions officers scan prospective students' social media and report discovering information that affects their admissions decision; Social Networking sites harm employees' productivity. 51% of users aged 25-34 checked social media at work; Using social media can harm employment and prospects. Job recruiters check a prospective employee's social media accounts, and things like profanity, poor spelling or grammar, racism, sexism, poor health, references to alcohol or drugs, and sexual and religious content can all count against you."
- Presidio ISD is very concern with the proliferation of electronic media as the only form of entertainment that the students engage in after-school and during the summer, even though the students have received instruction on the dangers of sexting, lack of privacy, cyber-bullying - extensive online engagement is correlated with personality and brain disorders like poor social skills, ADHD, narcissistic tendencies, a need for instant gratification, and addictive behaviors and other emotional distress like depression, anxiety, and loneliness.

Presidio ISD does not proffer that the solution will be solely upon Enrichment, but a critical piece is the parental involvement – This will be the Project Director and the Family engagement specialist, will coordinate with the schools' parent liaisons (three of them) to assist in developing further implementing the strategies for more parent engagement. Currently, the status of parental engagement is considered as active; however, Presidio ISD would like to move that to the "Empowerment" phase, in which each parent partners with the schools' staff and collaborate in the student's learning and growth; and Presidio ISD will proffer parents access to literacy, computer classes, English Life Skills and if the reader can recall – Presidio ISD has only an Adult Population with only 36% with a high school Diploma, therefore, the major challenges to get parents engaged from "Active" to "Empowerment" are threefold: Parents and schools have to be partners; the school is responsible for gapping the bridge with the parents; and all parents have the capacity to support their children. Moreover, the real issue is that parents have the a set of preconceive notions that the school "knows best" and their input is not valuable nor necessary. This is a problem - Presidio ISD is trying to bridge that gap, however, it will take time to dispel those pre-conceived notions but with support in the form of staff dedicated to ameliorate the issue, then the likelihood for success is increased dramatically.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 1889902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Funding to maintain and expand After-School and Summer programs for student engagement.	Embed the Project Director, Site coordinator and Family engagement specialist with the school district to conduct an assessment of the At-Risk student's needs and develop a plan to address those needs. Presidio ISD also serves two "colonias": Redford and Candelaria – each with unique circumstances and barriers that along with Presidio, have to be calculated in the assessment. Redford is 30 minutes away from Presidio; and Candelaria is an hour away – both are picked up and dropped off by school busses
2.	Funding to maintain and expand After-School and Summer programs for student engagement - Electronic Media.	Use the enrichment classes for the students to remain engaged in positive learning experiences that the students can take home and work on their own time, rather than sit in front of the computer or watch television all day. To proffer a wide and exciting enrichment courses which will crossover to the students private life; engagement which will encourage them to build new friendships inside and outside of the enrichment courses, so that social media will be an after thought.
3.	Parent engagement – elevate from active engagement to empowerment.	As stated in this submission, parents in the community view education as a luxury and and exclusive - Presidio ISD has active parent engagement but wants for it to become an empowering experience and change the perception that education is a lifelong experience, and not limited only at the school, but in every environment. Presidio ISD will offer adult enrichment classes including English Life skills, computer skills, and English as a second language courses.
4.	Funding for the additional enrichment courses (sustainability).	Due to the elimination of the Robin Hood tax, Presidio ISD will experience a significant decrease of funding to provide the enrichment classes during the school year and the summer months. However, there are new economic strategies that will offset the shortfall within the next year: The gas pipeline will bring in funds on a long-term basis – currently under construction; the reopening of the railroad in Presidio, Texas; and new business will make up the short-fall for the lack of funding lost due to this particular funding stream.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelors Degree in any field; previous project management experience desired; strong communications skills; bi-Cultural English/Spanish; and intimate knowledge of the community and key stakeholders. Expert skill in Windows office software and multitask.
2.	Site Coordinator(s)	Bachelors Degree in any field; previous project management support experience desired; strong communications skills; bi-Cultural English/Spanish; and intimate knowledge of the community and key stakeholders. Expert skill in Windows office software and multitask.
3.	Family Engagement Specialist	Associates Degree preferred, with previous experience in project management support; ability to multi-task; bi-Cultural English/Spanish; ability to multi-task; expert skill in Windows office software; and and intimate knowledge of the community and key stakeholders.
4.	Counselor	Masters degree in Counseling and valid counseling Certification.
5.	Evaluator	Bachelors Degree in any field with previous project management experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Selection of Staff	1. Place advertisement locally	08/01/2016	08/15/2016
		2. Screening and review of resume's	08/16/2016	08/23/2016
		3. Conduct Interviews	08/24/2016	08/26/2016
		4. Selection of Staff and offer of temp. employment	08/29/2016	08/31/2016
		5.		
2.	Training of Staff	1. Orientation of staff	09/05/2016	09/05/2016
		2. Refresher training of staff project management	09/06/2016	09/06/2016
		3. Refresher training of conducting assessment	09/07/2016	09/07/2016
		4. Goals of the grant	09/08/2016	09/08/2016
		5. Milestones to reach grant goals	09/09/2016	09/09/2016
3.	Assessment/Analysis Of the target audience	1. Conducting of assessment	09/12/2016	09/16/2016
		2. Analyzing Results of Assessments	09/19/2016	09/23/2016
		3. Develop strategies and milestones	09/26/2016	09/30/2016
		4. Provide results of analysis to Senior staff	10/04/2016	10/04/2016
		5.		
4.	Implementation of plan	1. Provide plan to Senior Staff and adjust accordingly	10/06/2016	10/07/2016
		2. Implement (revised) plan	10/10/2016	10/21/2016
		3. Review weekly progress reports weekly	10/10/2016	07/31/2017
		4. Continuous process improvement	10/10/2016	07/01/2017
		5. Quality Control	10/10/2016	07/05/2017
5.	Contract Closeout	1. Gather data for contract closeout	07/06/2017	07/26/2017
		2. Milestones achieved	09/15/2016	07/26/2017
		3. Finance closeout	07/19/2017	07/26/2017
		4. Archive documentation for future inspection	07/31/2017	07/31/2017
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order for feedback and Continuous Process improvement to be effective – strong lines of communication must have four dimensions: lateral, vertical, internal and external, otherwise various components of constructive feedback can hamper the progress of ANY project, therefore, the project team will be embedded with the school district and under the auspices of the school district administration, under the Programs section of Presidio ISD, which is directly under the supervision of the Superintendent, Dennis McEntire. During the implementation phase of the project, all of the project staff will have a full complement of school logistical support including office space, email access, electronic forms, paper forms and phones to be accessible to the school district members, external stakeholders, students, and the adult population that are interested in participating in any aspect of the program, or give their ideas to the team. Moreover, one of the the project management team's mandates is/will be to accessible to the public and gather feedback for the program. Furthermore, from previous experience with other grants, Presidio ISD has learned that in order for a project to be successful, all the stakeholders have to be informed about the program, its goals and limitations, otherwise, a misunderstanding will occur, and although the program may meet all of the goals and milestones, but if public perceptions is contrary to the truth, then the program, by the public, may be viewed as a failure, thus, less public support in the future for school initiatives, therefore, communication, feedback, continuous process improvement (CPI) are all necessities, not conveniences. Presidio ISD will use Positivist (all phenomena is measureable with clearly defined objectives) perspective of CPI – for each component of the project, there will be certain milestones included such as number of students attended the enrichment course; number of contacts made to the community during the week; fliers distributed per week; number of engagement hours provided to the students; and finally, the most relevant – the number of students that graduated, contrasted with those that dropped out of school; and use that data to provide guidance on future efforts for interventions before the students problems escalates and has to drop out.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presidio ISD has maintained an Enrichment Program for the past eight years, in one form or another. The difference is the amount of enrichment courses that it can proffer depends on the amount of funding available at the end of the school year, and the source of the funding. During the past years, Presidio ISD partnered with Upper Rio Grande Workforce Solutions (the name has changed to Rio Grande Borderplex) – but due to changes in the former Workforce Investment Act (WIA) has now evolved into the Workforce Innovation Opportunity Act (WIOA) which is focused on Out-of-school Youth (Dropout youth). In this case, Presidio ISD is the victim of its success since we have less than 3% of the population drops out of the school, therefore, funding from that source has been eliminated. Since then, Presidio ISD has still maintained several enrichment courses which have been highly acclaimed (Presidio Rocketry/Robotics/Solar Car/Ecology-Recycling – STEM Related), nonetheless, there are still many other courses that Presidio ISD has received feedback from the community and the students that they wish were offered: weightlifting, nutrition, exercise classes, computer programming basics, newspaper writing, book club, Arts and Crafts for middle schoolers, and many more. Some have offered to pay out-of-pocket expenses on behalf of the school just to have their students engaged in positive, creative activity rather than being online and playing on social media, but the school had to decline due to not having a 501(c)3 organization. However, even though Presidio ISD continues to offer enrichment classes, it is attenuated due to the lack of fund, but it will continue to proffer the other enrichment courses due to the success that it has generated on a national level and because it has become a source of pride for the community, that the fourth poorest rural community in Texas is generating the next group of rocket scientist - *A science project by three presidio high school students will be launched into space in September. The experiment will test how being in space can affect the body. Microgravity has been shown to cause calcium loss in the bones, meaning most astronauts come back with bones resembling those of someone much older. <http://www.newswest9.com/story/19093471/science-project-by-three-presidio-students-to-be-launched-into-space-in-september>*. This is an example of how important enrichment programs are critical to the school.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Feedback from stakeholders	1.	Use the embedded focus groups (campus quality team)
		2.	Interviews with the impact groups (students and teacher)
		3.	Interviews with Discussion groups such as National Honor Society
2.	Attendance	1.	Quantitative – Household demographics; participation rates; and test score
		2.	Qualitative—experiences with institutions; service delivery; satisfaction level.
		3.	Identifying unanticipated issues.
3.	Strategy effectiveness	1.	Internal forces/external forces – determine if strategy is being implemented
		2.	Goals and milestones are reviewed and evaluated on a bi-weekly basis.
		3.	Measuring/correcting effectiveness of delivery
4.	Increase Adult attendance to empowerment	1.	Use the embedded focus groups (Parent/Teacher Organization) attendance
		2.	Number of parents contact (via telephone)
		3.	Increase the number of Adult Enrichment classes
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. All pre-approved Enrichment Courses will turn in weekly participant time sheets to the Project Management Team (PMT) the time sheet will include date/time, students attended along with the sign-in sheet;
2. The PMT directs all of the information to the PMT Director for data collection processes – the Director will use Office software to enter the information (either a database or excel spreadsheet);
3. The data is then reviewed by the Superintendent's staff for quality control, and upon approval, entry into the Presidio ISD data systems (The PMT staff will use pre-established qualitative data capturing methods to ensure via the weekly participant time sheets – the database will include a profile of the student, parents, and student's participation and grades for qualitative measurements);
4. The PMT staff, and Enrichment Course Supervisors, will monitor the students participation into the Enrichment Courses throughout the year for the purposes of intervention if necessary;
5. Presidio ISD issues report cards to the students every six week cycle. If the PMT staff notice that participants are not making progress in any of the courses - the staff contacts the participant for further assistance with tutorials and/or Enrichment Courses. Once the most glaring issue is resolved, place safety measures to ensure the student does not fall back and become self-reliant or no longer a low performing student;
6. The PMT staff will coordinate with the District staff to ensure tutorials and are in place for the participants needing assistance - This component is already in place by Presidio ISD - any student identified as low performing has to attend tutorials in the lacking subject, and if necessary, attends Saturday school for additional instruction;
7. The PMT staff will make copies of all of the documentation for future reference and/or inspection;
8. The District provides Equal Access/Treatment by adherence to all sections of the Civil Rights Act of 1964, including Title VII and IX, section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act of 1990. In addition, Governing Board Policies addressing sexual harassment and gender discrimination issues. Furthermore, Presidio ISD Board policies ensure that students will have equal access and treatment for minorities, the physically challenge, and non/limited English speakers, regardless of race, ethnicity or gender; and
9. All data will then be entered into the PMT database on a daily basis if the situation permits, but not longer than one week after the engagement with the student.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to achieve success in any endeavor related to the school, there has to exist several factors for success:

1. **Student Engagement** – in order for the students to succeed, measures have to be proffered by the school district to ensure the success of the student by engaging inside/outside the school environment – the most successful strategy Presidio ISD has implemented is the use of Enrichment courses. The Enrichment courses have to be in a topic which the student is willing to engage in. As previously written in this proposal – due to funding, Presidio ISD is unable to provide extensive Enrichment Courses, but with this grant, the school district is able to provide those courses until the economic strategies are implemented by the City.
2. **Parental Engagement** – the second of the factors for success is to include the parents in the decision making process of the student's education. We are currently in the "Active" phase of parental engagement but our goal is the empowerment phase in which the student's parents are natural partners with the school in guiding the student's future educational endeavors. In order for it succeed, Presidio ISD proposes also to provide a flexible training schedule for enrichment courses for the parents, to include English Language Skills, and computer literacy. Multitudinous studies have been conducted over the years in regards to involve the parents in the students and the results are overwhelmingly conclusive that a parent's interest in their child's education are more likely to succeed than those parents that do not participate in their child's learning. Using the Parental engagement via Enrichment courses and conducting outreach to participate in the school's activities will encourage and increase parental involvement.
3. **School Outreach** – the third component will be for the school to conduct outreach for the parental involvement, provide enrichment courses to the students and parents, and provide day-to-day oversight to ensure the milestones and goals are met and stay on the provided project management schedule.

Travel – Travel to/from the school is not an issue in Presidio because it is a small town; TRAX is available; the expectation in Presidio is for parents to pick-up and drop-off their children; and bussing will only be available as permitted by the letter of the law. Moreover, All of the campuses are within a 5 minute drive from each other; and the entire city limits can be circumnavigated within 20 minutes.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presidio ISD has several methods at its disposal:

1. Sending fliers home with the students is one of the most effective measure for "getting the word out" to the community since generally check their children's back pack to review homework on a daily basis;
2. Presidio ISD has a community channel – Channel 5 to be precise, a medium in which school information is shared with the community including upcoming events and synopsis of past events;
3. Electronic Marquee signs with updated information for the parents, and the general population, can glean and use for their leisure;
4. Parent Teacher Organization (PTO) Monthly meetings (they are held in each campus) – a pre-scheduled meeting in which parents have an opportunity to ask their teachers and/or administrators questions or address concerns;
5. Presidio ISD school website – any upcoming events and announcements are posted on the school website;
6. Adult Education classes – Currently Presidio ISD does offer several adult education classes, which are very successful, to generate attendance to the newly established courses; and
7. Radio – The City of Presidio does not have a radio station but in Ojinaga, Mexico, but in the past, if Presidio ISD needed to "get the word out" immediately, it resorted to using the radio station in Ojinaga because of its high efficacy in reaching the community, including the two colonias which Presidio ISD serves: Redford and Candelaria.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The purpose of the enrichment courses is to engage the community in school activities. Presidio ISD is trying to overcome a pre-conceived notion that a school is a rigid learning institution, with an austere, forensic learning environment. Presidio ISD is trying to establish the notion that learning can also be courageous creativity, and that to adapt to an ever changing world, one must also acquire visionary leadership. Therefore, the purpose of the Enrichment Courses.

- By involving the students and parents into an interactive learning environment (Enrichment Courses), in an activity the participants enjoy, the participants become more involved in the school. Once the participants become more involved into the school, the greater the emotional/personal investment and engagement into school activities.
 - With greater engagement into the school, the more parents/students find reasons to attend school; greater attendance means higher test scores, higher self-esteem, and decrease use of drugs.
 - Family participation in education was twice as predictive of students' academic success as family socioeconomic status. Some of the more intensive programs had effects that were 10 times greater than other factors. Walberg (1984) in his review of 29 studies of school-parent programs.
 - The most consistent predictions of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education and school.
- Ultimately, the goal is for students, of all ages, is to maintain the current success Presidio ISD has maintained, 97% graduation rate, with 50% of the student body continuing their education at a post-secondary learning institution, but again, one of the main components is parental engagement, with the proffering of enrichment courses for the students and parents. But all of this is not possible without the funding to provide the enrichment courses.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every week, the Administration Team, composed of Principals, Federal Programs, HR and IT, gather together to work out challenges that have arisen and are looking to each other for ideas to address a specific shortcoming, and how each team member can contribute to the solution – in other words, what resources can the team galvanize to address the issue, that are available to the school that supplement each other and used according to the intent of the grant/funding stream? This is the internal method Presidio ISD uses its own resources to address an issue. However, if collaboration requires external participation, the school administration collaborates with the external agency to provide those services. An example of the collaboration – there was an incident that was perceived by staff members as partner violence between two teenagers, Presidio ISD requested support from the Family Crisis Center of the Big Bend to provide a class to the higher grade levels to inform students about the resources available for victims of domestic violence or, in this case, partner violence. The issue was addressed and resolved due to the collaboration between Presidio ISD and the Family Crisis Center of the Big Bend; an example of how the school district collaborates with federal, state, and local programs to provide a coordinated response to a concern.

Most of the programs Presidio ISD collaborates with federal, state, and local are for short-term projects that last for a single service, or for a month at best. The example above is a single service agreement in which the Family Crisis Center of the Big Bend collaborated to provide a much needed service to the student body.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presidio ISD's goal is to expand its current extra-curricular activities by offering programs that complement the current instruction with Enrichment courses:

Outcomes:

- The students that attend the programs once a week or more, will score a proficient or advance in the STAAR;
- Students who attend the program once a week or more, will show improvement in at least two of the 10 behavioral areas measured (*Student's behavior: Timeliness - Class on time/homework complete; Participation - participates in class discussions; etc.*) by the Teacher survey;
- Presidio ISD will offer after school programs that assist students with failing grades. These students will demonstrate improvement by passing the course by the end of the school year;
- Presidio ISD will offer enrichment courses to both Parents and Students on a Monday-Friday schedule. Each Enrichment Course will be a cumulative 3 hours per week. The Enrichment courses will be in partnership with Presidio ISD, and the programs led by State Certified teachers; and
- In conjunction with other non-profit organizations, Presidio ISD plans to continue offer Enrichment services once the funding has ended, expand its components, and incrementally reduce dependence on grant funding.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

As stated numerous times during this proposal, Presidio ISD is located in the Far West Texas and isolated from the nearest city, El Paso – 240 miles away; and what few resources are available in terms of federal programs, state of local, are of a minimal level of support due to the small population that it serves, or because the Return on Investment (ROI) is low in comparison with towns or cities with larger populations. Ironically, the US Citizens of Presidio, Texas, have to resort to using resources from Ojinaga, Mexico (a supposedly third world country), for doctor visits - medical and dental, groceries, and entertainment since Presidio, Texas does not have a movie theatre, much less a mall. Therefore, no CBOs are available in Presidio.

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identified Need 1: Funding to maintain and expand After-School and Summer programs for student engagement.

Answer: Presidio ISD already has the infrastructure in place, and limited Enrichment Courses available. Due to limited resources, Presidio ISD is unable to support other in-demand Enrichment Courses. Currently, there is a list of available enrichment courses each with its assigned instructor and schedule, therefore, unable to meet all of the requested Enrichment Courses. Upon the approval of this grant - Presidio ISD will begin offering these services under Programs, which is a department directly under the control of the school superintendent, Dennis McEntire. The PMT will work under the supervision of the Programs Coordinator and Mr. McEntire. This core group of personnel will be responsible for: Scheduling, administration, and management of the Enrichment Courses and staff; Monitoring and reporting of the data required by the grant; Performance measures; Establish linkage between the school, students and community; and Ensure the Enrichment Courses provide high Return of Investment (ROI) in results of attendance, and academic-related endeavors.

Identified Need 2: Funding to maintain and expand After-School and Summer programs for student engagement - Electronic Media.

Answer: This is not a phenomena particular in Presidio, Texas, however, it is more pronounced because of the lack of activities for youth to engage in, especially during the summer months. Presidio ISD's solution is to provide students with academic and enrichment programs which will encourage students to become more active participants in their environment, rather than passive bystanders, and strengthen the student's resolve for exploring new topics rather and build new friendships with other with differing interests. As mention is above in Answer #1: Presidio ISD is the only community resource that has the infrastructure, staff, resource to provide the services with its three campuses, wifi

Identified Need 3: Parent engagement – elevate from active engagement to empowerment.

Answer: This too is not only a phenomena to Presidio, Texas, however, it is more pronounced because many of the student's parents are first generation immigrants from Mexico, and have the belief that they have no place in the school's activities – our goal is to increase the number of parents to participate and become partners in their children's learning. The school will make all of its resources available to the grant to secure the services of the PMT to embed the PMT with the existing school infrastructure to begin promoting the importance of parental involvement.

Identified Need 4: Funding for the additional enrichment course (sustainability) – due to the end of the Robin Hood tax coming to an end, it will be difficult for the school district to offset the loss of the funding stream.

Answer: Presidio ISD is located in Presidio, Texas, and the City of Presidio is about to undergo significant economic development which will benefit the school district in terms of increase tax revenue – however, a definite time period is pending because there are still some obstacles that must be addressed; according to some estimates, one to two years before the pipeline will become operational.

In conclusion: Locally, there is no other entity that has the resources, expertise, facilities that Presidio ISD has available to proffer to this grant. The Enrichment Courses will be provided by the SBEC Certified Teachers; the school district will utilize the school campus classrooms to provide the enrichment classes; the Project Management Team will be embedded with the school in a manner that provides "on demand" information for continuous process improvement and error correction; and strong supervision from the central office to ensure the PMT stays on schedule and fulfills the grant's deliverables.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presidio ISD relies heavily upon best practices, research and evidence based practices on a bi-weekly basis, especially at the campus level with its Campus Quality Team (CQT). These teams were created to remedy the ills that were manifesting at campuses and provide intervention strategies to address the shortcomings manifested either in a policy, or in protocols, and using data-driven information to reach a consensus of a strategy to implement. Then two weeks later, the CQT would again and conduct a follow-up meeting and discuss the results of the strategy implemented, and make corrections, changes, or if necessary, "chuck out" the entire strategy again and formulate a new strategy. Presidio ISD has many of these organizations that implement data-driven decisions, best practices, and performance. Some of the teams are: The Campus Quality Team (CQT); District Wide Education Improvement Council (DWEIC); The Administrative Team; and the Student Health Advisory Council (SHAC). All of these organizations use best practices and are all directed for a simple activity, to improve the students' experience of learning.

The best indicators for determining if the program is effective are two:

1. Did the student pass to the next grade?
2. Did the student graduate from High School, to include the STAAR testing?

Ultimately, these are the only two factors that matter the most in determining whether the program is effective or not. Therefore, Presidio ISD will use the same strategies that have proven to be successful (Presidio ISD enjoys 97% graduation rate by the use of enrichment courses). Moreover, Presidio ISD is the only school in Rural Texas that has an Early College High School in Partnership with University of Texas Permian Basin - ECHS (The ECHS students have the capacity to graduate with their high school diploma AND an Associates Degree in an Academic field) and a strong Vocational program, in partnership with Texas State Technical College (TSTC) which also provides students with a apprenticeships in Plumbing, Electrician and certificates in other fields.

As the reader can surmise, Presidio ISD has a very robust post secondary program, and workforce preparation via the ECHS and the Career training, and with our partnership with Rio Grande Borderplex – the local workforce development board.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable - Presidio ISD does not generally use volunteers especially with the students because of the need for volunteers need to have a background check and finger printed in order to be allowed in the same learning area. However, Presidio ISD has made exceptions have been made for law-enforcement personnel to provide some training on a concern that impacts the students directly, or other training providers that have similar requirements as does the State of Texas.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

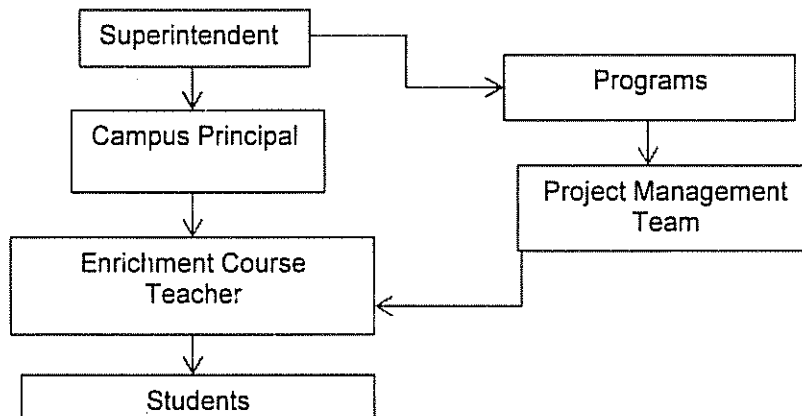
The preliminary plan for the sustainability for the community learning center and the current implementation of the enrichment courses are one in the same. The difference is in the level of enrichment classes that are proffered to students and the community, either a full scale enrichment course, rich in diverse activities that include the Arts and Sciences, or an attenuated enrichment program that emphasizes the Science, Technology, Engineering and Mathematics (STEM). Of course, Presidio ISD is a big believer in investing in the enrichment classes that emphasize the Arts, but because of a limited budget, it can only offer STEM related enrichment courses, except for the Adult Enrichment classes, which will consist of English Language Acquisition and computer software classes.

The current system in place is: Monday – Thursday, and occasional Saturday and Sunday due to competitions, The enrichment course is provided from 4:00 pm – 6:00 pm, immediately afterschool so that the student can immediately join the enrichment course after the student's last class. Moreover, the enrichment course is provided by a SBEC certified teacher and if necessary, an additional teacher may be added to assist with the Project based learning (PBL) in order to provide a different perspective on a multi-disciplinary approach to resolve a dilemma.

The individuals involved are:

1. The teachers providing the Enrichment Course
2. The programs office that provide oversight to the Enrichment Course
3. The Students involved in the Enrichment Course
4. The Business Office to which the Enrichment Course Teacher submits their timesheets to get paid for the additional service to the students
5. The Principal at the Campus for Quality Control of the project
6. If the grant is received – the Project Management Team will be embedded into the current organizational chart in a conspicuous role, but engage in a discretionary manner as to not interfere with the learning provided by the Enrichment Course. Enclosed is an organizational chart of how the PMT will be embedded into the current system.

Organizational chart:

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 189902

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presidio ISD already has the venues for feedback from internal and external stakeholders:

1. **Internal Stakeholders** – Campus Quality Teams (Elementary, Middle, and High School) that act as a voice for the staff of each campus and provide feedback and constructive criticism on behalf of the campus, for the administrators to either resolve or to contemplate for guidance of the CQT;
2. **External Stakeholders** – Parent Teacher Organization (PTO); Parent Liaisons – communicate with the public on a day-to-day basis regarding information that needs to get to the parents; Marquee announcements; and public access television that is used to “get the word out” on important events that request the participation of parents. These mediums are utilized on a continuous basis for feedback, increasing awareness and evaluate general perception of a program.
3. **Project Management Team** – during the initial assessment, the PMT will develop specific protocols to address any shortcoming, ideas, and general information for the improved performance of the grant.
4. **Presidio ISD** already has protocols in place to gather feedback and evaluate program effectiveness through those mentioned in Items 1 and 2. The difference is since the introduction of the PMT will be embedded with the current system, we do not perceive that their inclusion into the already existing system will be a problem, however, if it does, then the PMT will collaborate with the Programs section, Superintendent and Principals of how to best be enmesh in their systems so as not to cause any obstacles for the teachers to provide the enrichment courses on behalf of the grant and the school.
5. **As stated earlier in this proposal** – All effective communication has four dimensions: external, internal, vertical and horizontal, so that all of the stakeholders are kept “in the loop” and encourage all of the stakeholders to become active participants in the enrichment program by providing guidance, feedback and new ideas to improve the quality of the program.

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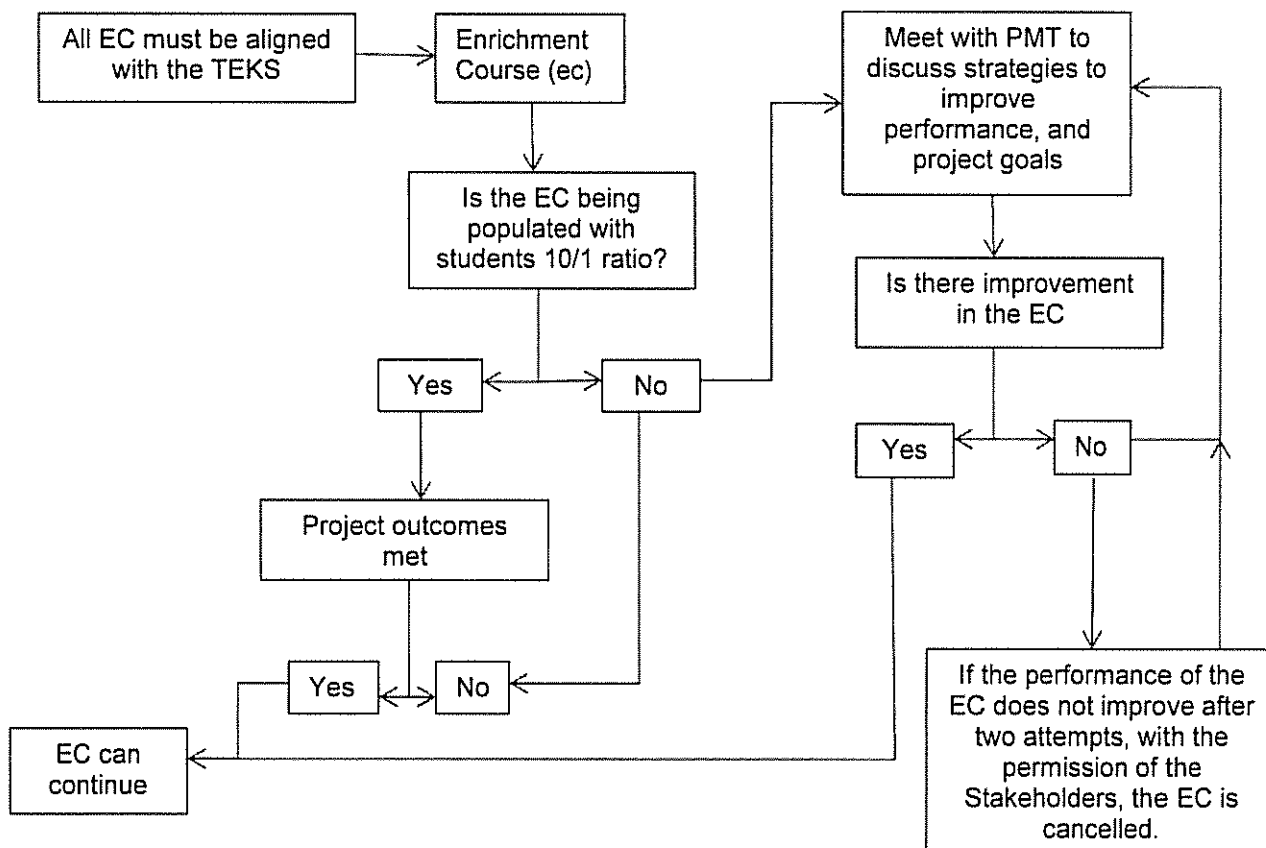
Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 189902

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As noted in the previous section - Presidio ISD has four dimensions for effective communication, protocols and systems already engage for the achieving of effective grant management. The only different factor will be the inclusion of the Project management team to become embedded (See organizational chart on page 30) so as not to interfere with the provision of the enrichment courses, yet close enough to gather statistical data directly without being "washed" by third parties. Therefore, employing best practices and accepted information gathering techniques – the PMT will use a positivist approach to evaluate phenomena that is practical and useful for the purposes of translating the information for the purposes of deriving data. This data in turn will help the PMT and all the stakeholders to make determinations which enrichment programs are providing good return on investment (ROI) and which enrichment programs cannot justify the expenditure, either because of the lack of participation, or because the service is already duplicated by another program or enrichment class. See below for a process overview.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 189902		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Presidio ISD Administration Offices		
9 digit campus ID#	189902	Distance to Fiscal Agent (Miles)	0.0
Grade Levels to be served (PK-12)	PK-12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		1000	
Number of Adults (parent/ legal guardians only) to be served:		100	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Presidio Elementary	Presidio Middle School	Presidio High School
9 digit Campus ID #	189902	189902	189902
District Name (if different)			
Distance to Center	0.0	1.5	1.5
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name:		
9 digit campus ID#	NA	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:****9 digit campus ID#**

NA

Distance to Fiscal Agent (Miles)**Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:****9 digit campus ID#**

NA

Distance to Fiscal Agent (Miles)**Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5

Center Name:

9 digit campus ID#

NA

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6

Center Name:

9 digit campus ID#

NA

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 189902		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 7	Center Name: Not applicable.		
9 digit campus ID#	NA	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 8	Center Name:		
9 digit campus ID#	NA	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name:		
9 digit campus ID#	NA	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		
Number of Adults (parent/ legal guardians only) to be served:		

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name:		
9 digit campus ID#	NA	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		
Number of Adults (parent/ legal guardians only) to be served:		

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presidio ISD has already taken this step and has coordinated its efforts under ESEA Section 1114 in order to upgrade the entire educational program. This step was taken since 90% of the school district is already defined as low income families, and 70% of the student population has been designated at-risk as defined by ESEA Section 1114. Moreover, as stipulated in the mandate "(2) IDENTIFICATION OF STUDENTS NOT REQUIRED-(A) IN GENERAL- No school participating in a schoolwide program shall be required (i) to identify particular children under this part as eligible to participate in a schoolwide program; or (ii) to provide services to such children that are supplementary, as otherwise required by section 1120A(b). Based on this act - Presidio ISD had already taken the steps to be in accordance with the regulation by proffering all of the enrichment classes to all of its student body, and avoiding having to identify those students as "at risk".

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are two schedules for this particular aspect of the program:

In September 2016 – the school will hold an open house/enrollment for the parents and students to get acquainted with the enrichment classes and enroll with the enrichment classes of their choice. The Enrichment classes will have been screened for TEKS alignment and appropriateness by the principal and superintendent and fixed upon a schedule. The Enrichment Courses will be taught by SBEC and Highly Qualified Teachers.

During the school year:

1. School year – during the school year the enrichment program will be offered from Monday-Friday, 4:00 pm – 6:00 pm to accommodate all of the student body, at each respective campus, thereby, all of the stakeholders (parents, students) can avoid picking up/dropping off of their children from one campus to another; and
2. The teachers providing the enrichment courses are co-located with the students that are attending the enrichment courses, therefore, are aware of each student's situation;

During the Summer Months

1. Following the same premise as above (pre-screening of the enrichment courses, etc.), the Summer Schedule will be as follows:
 - a. Monday through Thursday Morning session: 9:00 am – 12:00 pm; Afternoon session: 1:00 pm – 4:00 pm
 - b. The Morning session will be used for physical activities (if any enrichment courses are offer physical exertion) due to the extreme hot weather (temperatures reach 110 degrees; and the afternoon, all Enrichment Courses will be conducted indoors, to prevent heat injury.

All of the Enrichment Activities will be under the direction of each campus supervisor, with the PMT in an advisory role, to ensure grant outcomes are being met.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presidio ISD already has policies and procedures in place for the following situations:

- Fire drills; Tornado Drills; and Lockdown drills to ensure the student/staff safety at all times.
- Sign-in/sign-out: – All visitors are required to sign-in/sign-out at the respective campus main offices
- Identification cards – all staff members and students are required to wear their ID cards at all times to identify staff, students and visitors.
- The students are met at the entrance of the classroom by the teacher to ensure safety of the student in the morning, during class changes and end of the day to ensure constant supervision of the students (at all campuses);
- During the morning drop-off, the students and parents are guided in by teachers/aides with the supervision of PISD police, ensuring proper speed and safety are observed by all the parties; the students then meet the teachers at a designated location and accompanied by the teacher to the classroom;
- After school, the teachers escort the students outside until picked up by the parents (Elementary School). The Middle and High School, the teachers watch the hallways until the students have exited their immediate area or responsibility; once outside, Presidio ISD police monitor the students leaving the campuses either on busses, being picked up by parents, or driving their privately own vehicles.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As noted before, all of the enrichment courses are screened by campus supervisors for appropriateness, and for TEKS alignment before it is considered by the principals. Furthermore, it is also screened for Project Based Learning, to allow students a multidisciplinary approach to learning and problem solving skills, and finally, the enrichment course has to also meet the criteria of "in demand" courses; the last portion of the "demand" will be determined by the number of enrollments the enrichment course has over the designated period of time. Generally speaking, two weeks to determine if the enrichment course will be successful or not, but the students will determine the longevity. Using the free market model, the enrichment courses attendance and demand will be determined by the students with their willingness to attend and participate in the enrichment course. As noted above, the three criteria are: 1 – TEKS alignment; 2 – appropriateness, for each grade level, is screened and approved by the campus supervisor; and finally, the students themselves decide whether it is worth their time to participate in the enrichment course. If the attendance is low, then as prescribed above, the enrichment course teacher is remediated to the Project Management Team to evaluate the success and gather feedback of the enrichment course, and assist the teacher with strategies. If after two remediations the courses is still not successful, the enrichment course is cancelled or, in exceptional cases, the enrichment course is allowed to continue due to its inherent value that it provides to the students: enrichment courses such as journalism, book club, crime scene investigator, and chess club. These enrichment classes provide such a wide array of skillsets, that many of the students may find it intimidating, but nonetheless, the school should not cancel nor discourage an enrichment course of that magnitude due to lack of participation, but instead, encourage more student participation due to the skill set that the course provides.

The outcomes that Presidio ISD will use to determine student success are:

1. Identify the concepts of evidence – Attendance, timeliness, STAAR testing results, reading and writing comprehension;
2. Quality of evidence – background of the individual in order to place the evidence into its proper context;
3. Remedies – what strategies will effectively encourage the student to commit to their academic improvement and self esteem.
4. The Project Management Team (PMT) will compile all of the information into a student's personal profile for stakeholders.
5. The PMT will conduct interviews with all of the stakeholders to develop a comprehensive understanding of the challenges the students encounter.
6. The PMT and the stakeholders create strategies to ameliorate the student's learning environment.
7. All stakeholders are kept "in the loop" about the data driven evidence and strategies that will assist the student's learning.
8. The PMT will conduct Continuous Process Improvement with stakeholders and communication with all parties.
9. The ONUS will be upon the PMT to maintain contact with the stakeholders.

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Schedule #17—Responses to TEA Program Requirements (cont.)		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">County-district number or vendor ID: 189902</td> <td style="width: 50%; border-bottom: 1px solid black;">Amendment # (for amendments only):</td> </tr> </table>	County-district number or vendor ID: 189902	Amendment # (for amendments only):
County-district number or vendor ID: 189902	Amendment # (for amendments only):	

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the follow-up interviews – the Project Management Team will collect data on all of the participants, via report cards (absences and tardies are recorded on the report card) to create a personal profile for each participant – particularly at the middle school and the high school (Elementary will have slightly different criteria) and check those factors mentioned above. The PMT will then take the initiative to meet with the parents/teachers to work on strategies to assist the low-scoring student, and special needs students; the PMT will guide the stakeholders into developing an Individual Actualization Plan (IAP) in which strategies will be recorded to assist those with special needs or exceptional needs to reach their potential or actualization. *For this process to be successful, the student has to also participate in the decision making process otherwise, if the student is not empowered nor considered, it may be the cause of the student's lack of desire to learn.*

The staff to student desired ratio is 10 to 1, so that the teacher can really focus on the low-performing students and supervise the other students that need very little supervision. If the student to teacher ratio reaches 15-20 to one, then depending upon the enrichment course, the teacher may be assigned an aide or another teacher, depending upon the course since many of the technical enrichment courses, require a multi-disciplinary approach to problem solving. For example, Rocketry may require two teachers: one for the physics aspect of rocketry and another for the assembly portion of the rocket itself, that is why it may be necessary to supplement a second teacher to a technical enrichment course.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Involve parents in the joint development of the plan. How Achieved: Notices of meetings, meeting agendas, and minutes reflect parent participation. 2. Requirement: Provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. How Achieved: School personnel are primarily responsible for these areas. Coordination, assistance, and support is achieved by providing a site and scheduling meetings to be as convenient as possible for parents to attend by scheduling some Title I meetings at a time when parents are coming to school for other activities such as open house and grade level meetings. 3. Requirement: Build the district's and parents' capacity for strong parental involvement. How Achieved: The school district listens to parents' concerns and suggestions and attempts to respond to these things. Communication between the home and the school is vital for strong involvement, and the district provides various avenues for communication. 4. Requirement: Coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and state-run preschool programs. How Achieved: N/A. However, parents with pre-school children do attend school functions, and consequently, children are familiar with school before enrolling in pre-K or kindergarten. 5. Requirement: Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I, Part A schools, including identifying barriers to greater participation by parents in Title I, Part A activities, and use the finding of such evaluation to design strategies for more effective parental involvement. How Achieved: Parents and school personnel formulate a survey to be mailed with reports cards at the end of the 5th six weeks to evaluate the effectiveness of the policy and to solicit ideas for improvements and/or additional activities for consideration.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Requirement: Involve parents in the activities of Title I, Part A schools.

How Achieved: Parents are encouraged to do the following:

- (1) Read and discuss the student handbook prior to signing and returning to school;
- (2) Emphasize the importance of education and encourage participation in school activities;
- (3) Stay informed about your child's activities by attending parent conferences and other parent meetings;
- (4) Learn about the curriculum, student support services, and activities offered by the district;
- (5) Become familiar with the academic program and review teaching materials, textbooks, and other instructional aids;
- (6) Examine tests that your child has taken;
- (7) Monitor your child's progress and contact teachers, the counselor, or the principal as needed;
- (8) Call the office to schedule appointments;
- (9) Review your child's records when needed;
- (10) Volunteer at school;
- (11) Participate in parent organizations ranging from booster clubs to committees that assist the Board of Trustees in formulating education goals and objectives;
- (12) Familiarize yourself with federally funded programs such as Title I that provide important educational support services for the school;
- (13) Attend Board meetings to learn more about the operations of the district;
- (14) Follow up on a matter not resolved administratively by presenting it to the Board for review according to policy; and
- (15) Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs, within the guidelines of law.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 189902

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Programs and Presidio ISD mediums of communication will play a role in disseminating the information to the students and parents. The Parent Liaisons will hand out to the students, via Teacher classrooms, fliers describing all of the Enrichment Courses, along with announcements in the bulletin boards, school newspaper, community newspaper, during the morning announcements, and the Marquee on all three Presidio ISD campuses.

Additionally, once "word-of-mouth" gets around, the students and parents enrollment usually skyrockets per past experience. For example, Ballet Folklórico has an average attendance of 35 students per 1.5 session, twice a week. The success is due to student's interest in participating from word-of-mouth contact from other students. Presidio ISD has no doubt that once all of the formal/informal communication mediums are utilized, the Enrichment Courses will be fully populated and the parental engagement will take root and grow.

Moreover, it will one of the PMT's main objectives to actively engage the parents. In the past, as mentioned above, Presidio ISD has experience great success through the proffering of Adult classes in English language skills and computer software – it will be our mandate that the PMT continue this strategy, and to employ the PTO meetings along with collaborating with the Parent Liaisons for the fortification of these goals – the parent liaison is a position created by Presidio ISD that works as an intermediary between the school and the parents. It is important to emphasize the parent liaison's role because the parent liaison is the face, representative, and spokesperson for the community at large. Furthermore, this role is critical because of the day-to-day contact with the public, it is the parent liaison that the public has become to trust and confide in for personal matters and those related to the school. That is why the parent liaison is the center piece of communication with the parents, especially those that are reticent to participate in school activities.

With the elements of success laid out – The engagement of the parent liaison (critical), the proffering of enrichment classes, and with the utilization of media available to Presidio ISD, and if necessary, communicate with the Ojinaga radio station, via cellphone, and conduct live interviews to engage the parents.

1. Provision of the Enrichment classes to both parents and students;
2. The Enrichment classes have to provide some redeeming value to the parents, i.e. language acquisition or computer classes;
3. Presidio ISD is a partner (through the interlocal agreement) with the local library to offer additional resources for both parents and students and as a secondary location for practicing their computer skills;
4. Partner with the Center for Business Education and Entrepreneurship for financial guidance from a Certified Public Accountant (CPA) Virginia Price for beginning their own business, or financial literacy; and
5. The Interlocal Agreement – an agreement Presidio ISD has with local entities, to support each other with resources to complete a project. For example, once Presidio ISD needed assistance with paving of a track field, the City of Presidio provided the equipment and manpower to pave the track field; The County provided additional funds for the materials, and Presidio ISD provided the materials for the paving of the track field. The track field is available to the general public except during track practice, but otherwise, it is open for the general public to use. This is an example of the interlocal agreement Presidio ISD has with the local community.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 189902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 189902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 189902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	English and Spanish Materials for Parents and Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	All relevant information will be translated to both languages.			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 189902

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 189902

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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